

UNIT OVERVIEW

Course Name: U.S. History & Civics
Unit Title: Make a Connection! Core Democratic Values and Philanthropy
Grade Level: 6th - 8th Grades

Overview:

In this unit, the learner will examine the Core Democratic Values of American democracy and connect these values to the area of philanthropy. Throughout our history, the independent sector has played a vital role in establishing the traditions exemplified in the Core Democratic Values—particularly in the area of our society’s fundamental beliefs. From the earliest settlers in this country, to the first of the patriots, to the civil rights movements, the philanthropic sector has played an essential role in upholding and instructing citizens about the great traditions embodied in our Core Democratic Values. It is through the activities of the nonprofit and volunteer sector that the fundamental beliefs of the Core Democratic Values are passed on from one generation to another.

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

Lesson One: SOC.III.1.MS.3
Lesson Two: SOC.I.2.MS.2
Lesson Three: SOC.IV.2.MS.2
Lesson Four: SOC.V.2.MS.3
Lesson Five: SOC.V.2.MS.3

Philanthropy Theme(s):

- | | | |
|-----------------------------------|---|--------------------|
| • Definitions of Philanthropy | PHIL.I.DP01.MS.1
PHIL.I.DP06.MS.1 | PHIL.I.DP02.MS.6 |
| • Philanthropy and the Individual | PHIL.III.PI01.MS.5
PHIL.III.PI01.MS.10 | PHIL.III.PI01.MS.6 |

Unit Purpose:

The learner will trace the history of giving in America and connect examples to Core Democratic Values. The learner will also examine ways in which current organizations exemplify traditions of Core Democratic Values through the study of the mission statements of selected organizations. In addition, the learner will focus on ways in which they and their families take part in philanthropy and in upholding the fundamental beliefs of American Democracy. The final activity in the unit will involve students taking part in a project they select that will reinforce the connection between giving and the Core Democratic Values.

Unit Objectives:

The learner will:

- differentiate between the *fundamental beliefs* and *constitutional principles* of the core values of American democracy.
- define the *fundamental beliefs*.
- identify five examples from periods of American history of people acting for the *common good*.
- evaluate philanthropic organizations and their mission statements for the fundamental beliefs of American democracy they represent.
- identify ways in which they and their families practice the *Core Democratic Values*.
- illustrate the importance of the philanthropic sector in American society and in upholding Core Democratic Values.

Experiential Component:

Students will complete a needs assessment in their local community, create a plan to address the identified needs, and implement the plan.

Time:

Seven or Eight Sixty-Minute Class Periods.

Lesson Titles:

1. CDV, CDV, What's a CDV?
2. Searching for the Evidence
3. Philanthropy and the CDVs
4. Where Would We Be?
5. Action!

Unit Assessment:

Assessment for this unit is on-going as students progress through the lessons. In Lessons One, Three and Four a scoring guide has been included for assessment purposes. The effectiveness of the experiential lesson can also be used for assessment.

School/Home Connection:

The students will be asked to interview parents/guardians in Lesson Four of this unit. The questions to be asked in the interview are to be determined by the class as noted in the instructional procedures of Lesson Four. Also, parents/guardians are encouraged to participate with their students during the implementation phase of Lesson Five.

Notes for Teaching:

None for this unit.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
Lesson One:		
SOC. III. Civic Perspective	1. Purposes of Government	MS. 3. Explain how the rule of law protects individual rights and serves the common good.
Lesson Two:		
SOC. I. Historical Perspective	2. Comprehending the Past	MS. 2. Identify and explain how individuals in history demonstrated good character and personal virtue.
Lesson Three:		
SOC. IV. Economic Perspective	2. Business Choices	MS. 2. Compare various methods for the production and distribution of goods and services.
Lesson Four:		
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
Lesson Five:		
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
Lesson One:		
PHIL I. Definitions of Philanthropy	DP06. Role of Family in Philanthropy	MS. 1. Identify how families contribute to the socialization of children.
Lesson Two:		
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 10. Identify reasons why historic figures acted for the common good (1763 - 1815).
Lesson Three:		
PHIL I. Definitions of Philanthropy	DP01. Define Philanthropy	MS. 1. Define philanthropy as individuals and organizations providing their time, talent, and/or treasures intended for the common good throughout history and around the world. Give examples.
PHIL I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS. 6. Identify significant contributions to society that came from the nonprofit sector.
PHIL I. Definitions of Philanthropy	DP06. Role of Family in Philanthropy	MS. 1. Identify how families contribute to the socialization of children.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.

Philanthropy Theme Framework (Continued):

Strand	Standard	Benchmark
Lesson Four:		
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.
Lesson Five:		
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 5. Describe the responsibility American students have to act in the voluntary sector to improve the common good.

Lesson Developed and Piloted by:

Tom Webb
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Course Name: U.S. History & Civics
Unit Title: Make a Connection! Core Democratic Values and Philanthropy
Lesson Title: Lesson One: CDV, CDV, What's a CDV?
Grade Level: 6th – 8th Grades
Duration: Two or Three Sixty-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.III.1.MS.3

Philanthropy Theme(s):

Definitions of Philanthropy PHIL.I.DP06.MS.1

Purpose:

The purpose of this lesson is to acquaint students with the Core Values of American Democracy or Core Democratic Values.

Objectives:

The learner will:

- define and give examples of **Core Democratic Values**.
- identify and describe the two categories of Core Democratic Values (Fundamental Beliefs and Constitutional Principles).

Experiential Component:

None for this lesson.

Materials:

- CD or cassette player
- Dictionaries, textbooks, computers (optional), and encyclopedias
- Chart paper or overhead projector
- *Core Values of American Constitutional Democracy (Attachment One)*
- *Descriptors (Attachment Two)*
- *Scoring Guide for Songs and Definitions (Attachment Three)*

Instructional Procedure(s):

Anticipatory Set:

Begin the lesson by playing the song “He Ain’t Heavy, He’s My Brother” by the Hollies or “Bridge over Troubled Waters” by Simon and Garfunkel. Another song may be substituted, but the lyrics should be about doing something for others or for the good of all.

- Discuss the song that was played and the meaning of the lyrics. Replay the song if necessary.
- Introduce the term **Core Democratic Values**. As a class, brainstorm possible meanings of the term. Give students the following definition to use:

Core democratic values are the fundamental beliefs and constitutional principles of American Society which unite all Americans.

Direct the students to the two categories of Core Democratic Values: **fundamental beliefs** and **Constitutional principles** as listed in *Core Values of American Constitutional Democracy (Attachment One)*. Discuss possible reasons for the division. Ask students if they can find a common thread between the values listed in each category.

- While students may learn about core democratic values in school, most often they already have a sense about these values from home values and family expectations of behavior. Ask students to identify which of these values are often stressed at home (*truth, freedom of religion, patriotism, equality, etc.*)
- With students in cooperative groups, assign two to three terms to each group and ask students to locate the definitions using a dictionary, computer, textbook, or encyclopedia. As a teacher aid, use *Descriptors (Attachment Two)* for Core Democratic class discussion ideas.
- Have students share their information in the form of a song to be sung in class. The students will select a tune to adapt to instruct the rest of the class on the definitions they found. (Teachers: Be prepared to do a sample yourself. Your students will be more willing to do participate if they see you are willing to take risks.)
- At the conclusion of the songs, compile a list with the students of all the definitions. This will become the study list for a matching exercise to be administered as an assessment tool.

Assessment:

Students will be graded on the accuracy of the definition in their song. *Scoring Guide for Songs and Definitions (Attachment Three)* may be used to evaluate the learning. A matching test may also be administered.

School/Home Connection:

None for this lesson.

Extension:

None for this lesson.

Bibliographical References:

- The Center for Civic Education Web-site <http://www.civiced.org/>. *Civitas: A Framework for Civic Education*. Scroll down to “Politics and Government in the U.S.” Click on Topic 1, “Fundamental Values and Principles.”
- Diane Newby, professor at Central Michigan University, has a Web-site dedicated to the Core Democratic Values. Web-site address:
<http://www.edcen.ehhs.cmich.edu/~dnewby/coredvalues1.html>
- Michigan Department of Education Web-site: <http://www.mde.state.mi.us/>
- Learning to Give, the K12 Education in Philanthropy Web-site: <http://k12edphil.org/>

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. III. Civic Perspective	1. Purposes of Government	MS. 3. Explain how the rule of law protects individual rights and serves the common good.

Philanthropy Theme Framework:

PHIL I. Definitions of Philanthropy	DPO6. Role of Family in Philanthropy	MS. 1. Identify how families contribute to the socialization of children.
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Lesson Developed and Piloted by:

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Attachment One
Lesson One: CDV, CDV, What's a CDV?

Core Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American Society which unite all Americans. These values are expressed in the *Declaration of Independence*, the United States Constitution and other significant documents, speeches, and writings of the nation. Below are some examples of core democratic values.

Fundamental Beliefs	Constitutional Principles
Life	The Rule of Law
Liberty	Separation of Powers
The Pursuit of Happiness	Representative Government
The Common Good	Checks and Balances
Justice	Individual Rights
Equality	Freedom of Religion
Diversity	Federalism
Truth	Civilian Control of the Military
Popular Sovereignty	
Patriotism	

Source: CIVITAS: A Framework for Civic Education, a collaborative project of the Center for Civic Education and the Council for the Advancement of Citizenship, National Council for the Social Studies Bulletin No. 86,1991.

Attachment Two
Lesson One: CDV, CDV, What's a CDV?

Descriptors

Fundamental Beliefs

Life:	The individual's right to life should be considered inviolable except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one's own or others' lives.
Liberty:	The right to liberty is considered an unalterable aspect of the human condition. Central to this idea of liberty is the understanding that the political or personal obligations of parents or ancestors cannot be legitimately forced on people. The right to liberty includes <i>personal freedom</i> : the private realm in which the individual is free to act, to think and to believe, and which the government cannot legitimately invade; <i>political freedom</i> : the right to participate freely in the political process, choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas, open debate and right of assembly; and <i>economic freedom</i> : the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity.
The Pursuit of Happiness:	It is the right of citizens in the American constitutional democracy to attempt to attain - to "pursue"- happiness in their own way, so long as they do not infringe upon the rights of others.
Common Good:	The public or common good requires that individual citizens have the commitment and motivation - that they accept their obligation - to promote the welfare of the community and to work together with other members for the greater benefit of all.
Justice:	People should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.
Diversity:	Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralist society.

Attachment Two (Continued)

Lesson One: CDV, CDV, What's a CDV?

Descriptors

Truth:	Citizens can legitimately demand that truth-telling as refraining from lying and full disclosure by government be the rule, since trust in the veracity of government constitutes an essential element of the bond between governors and governed.
Popular Sovereignty:	The citizenry is collectively the sovereign of the state and holds ultimate authority over public officials and their policies.
Patriotism:	Virtuous citizens display a devotion to their country, including devotion to the fundamental values and principles upon which it depends.

Source: CIVITAS: A Framework for Civic Education, a collaborative project of the Center for Civic Education and the Council for the Advancement of Citizenship, National Council for the Social Studies Bulletin No. 86, 1991.

Constitutional Principles

Rule of Law:	Both government and the governed should be subject to the law.
Separation of Powers:	Legislative, executive, and judicial powers should be exercised by different institutions in order to maintain the limitations placed upon them.
Representative Government:	The republican form of government established under the Constitution is one in which citizens elect others to represent their interests.
Checks and Balances:	The powers given to the different branches of government should be balanced, that is roughly equal, so that no branch can completely dominate the others. Branches of government are also given powers to check the power of other branches.

Attachment Two (Continued)
Lesson One: CDV, CDV, What's a CDV?
Descriptors

Individual Rights:	Fundamental to American constitutional democracy is the belief that individuals have certain basic rights that are not created by government but which government should protect. These are the right to life, liberty, economic freedom, and the “pursuit of happiness.” It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise. Many of these rights are enumerated in the Bill of Rights.
Freedom of Religion:	There shall be full freedom of conscience for people of all faiths or none. Religious liberty is considered to be a natural inalienable right that must always be beyond the power of the state to confer or remove. Religious liberty includes the right to freely practice any religion or no religion without governmental coercion or control.
Federalism:	Power is shared between two sets of governmental institutions, those of the states and those of the central or federal authorities, as stipulated by the Constitution.
Civilian Control: of the Military	Civilian authority should control the military in order to preserve constitutional government.

Michigan Department of Education - Curriculum Development Unit: Social Studies 612198

Core Democratic Values for Elementary Students

Core democratic values	are the fundamental beliefs and Constitutional principles of American society, which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation.
Life:	Each citizen has the right to the protection of his or her life.
Liberty:	Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.
Pursuit of Happiness:	Each citizen can find happiness in his or her own way, so long as he or she does not step on the rights of others.
Justice:	All people should be treated fairly in getting advantages and disadvantages of our country. No group or person should be favored.
Common Good:	Citizens should work together for the good of all. The government should make laws that are good for everyone.
Equality:	Everyone should get the same treatment regardless of where their parents or grandparents were born, their race, their religion or how much money they have. Citizens all have political, social and economic equality.
Truth:	The government and citizens should not lie.
Diversity:	Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important.
Popular Sovereignty:	The power of the government comes from the people.
Patriotism:	This means having a devotion to our country and the core democratic values in what we say and what we do.

Source: Civitas: A Framework for Civic Education, a collaborative project of the Center for Civic Education and the Council for the Advancement of Citizenship, National Council for the Social Studies Bulletin No. 86, 1991.

Attachment Three
Lesson One: CDV, CDV, What's a CDV?

Scoring Guide for Songs and Definitions

Points	Description
4	In order to receive a 4-point score, during the activity the student must: <ul style="list-style-type: none">• Accurately define all of the core democratic values assigned.• Demonstrate an understanding of core democratic values being defined by giving at least two examples of each value assigned.• Complete assigned tasks in cooperative groups in a positive manner.• Complete assigned tasks on time.
3	In order to receive a 3-point score, during the activity the student must: <ul style="list-style-type: none">• Accurately define all of the core democratic values assigned.• Demonstrate an understanding of core democratic values defined by giving at least one example of each value assigned.• Complete assigned tasks in cooperative groups in a positive manner.• Complete assigned tasks on time.
2	In order to receive a 2-point score, during the activity, the student must: <ul style="list-style-type: none">• Accurately define all of the core democratic values assigned.• Achieve the standard on two of the three remaining standards in the three point score criteria.
1	In order to receive a 1-point score, during the activity, the student must: <ul style="list-style-type: none">• Accurately define all of the core democratic values assigned.
0	In order to receive a 0-point score, the student will show no evidence of any of the elements associated with the standard.

* This scoring guide is for the purpose of example. It may be used or modified to meet the needs or desires of the teacher and the activity.

Course Name: U.S. History & Civics
Unit Title: Make the Connection! Core Democratic Values and Philanthropy
Lesson Title: Lesson Two: Searching for the Evidence
Grade Level: 6th - 8th Grades
Duration: One Sixty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.2.MS.2

Philanthropy Theme(s):

Philanthropy and the Individual

PHIL.III.PI01.MS.10

Purpose:

The purpose of this lesson is to help students make a connection between the Core Democratic Values and the historical tradition in the U.S.

Objectives:

The learner will:

- identify five examples from American history of people acting for the *common good*.
- identify *Core Democratic Values* that are exemplified in actions of people from the past.

Experiential Component:

None for this lesson.

Materials:

- A collection of photographs depicting people helping others
- Timelines of American history (see **Bibliographical References**)

Instructional Procedure(s):

Anticipatory Set:

As students enter the room, have photographs posted around the room or lying on their desks. These pictures can be from magazines or from historical events. Each picture should show people helping others for the common good. Ask the students to spend two minutes studying the pictures.

Instructional Procedure(s) [Continued]:

- At the end of two minutes, ask the students to identify the actions of the people in the photographs. Ask what all the pictures have in common with each other. Ask students to define **common good** in their own words.
- Ask the students to identify and explain the **Core Democratic Value** that is portrayed in the picture they had to study.
- Working in cooperative groups, provide the students with a historical time line of American history. Assign each group a five to ten-year period of history to study. Ask the students to find five historical events to use as examples. (See **Bibliographic References**.)
- Students will select one event from their assigned period of American History to research.
- Upon completion of the research, students will discuss and identify the Core Democratic Values that were represented within their cooperative groups.
- Upon identifying their CDV examples, each cooperative group will share their findings with the rest of the class.

Assessment:

Assessment for this lesson will be based on teacher observation and the student's ability to identify the Core Democratic Values being portrayed.

School/Home Connection:

None for this lesson.

Extension:

None for this lesson.

Bibliographical References:

- A time-line of major philanthropic events has been constructed and can be viewed by going to Internet address <http://learningtogive.org/>. Click on "Resource Room." Then go to "Timelines (Historic and Philanthropic)."
- Grun, Bernard. *The Timetables of History*. New York: Simon and Schuster, 1975.
- Hirsch, E.D., Joseph F. Kett, and James Trefil. *The Dictionary of Cultural Literacy*. Boston: Houghton Mifflin Company, 1993.
- *The Time Chart History of the World*. Third Millenium Press Ltd., 1997.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. I. Historical Perspective	2. Comprehending the Past	MS. 2. Identify and explain how individuals in history demonstrated good character and personal virtue.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 10. Identify reasons why historic figures acted for the common good (1763 - 1815).

Lesson Developed and Piloted by:

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Course Name: U.S. History & Civics
Unit Title: Make a Connection! Core Democratic Values and Philanthropy
Lesson Title: Lesson Three: Philanthropy and the CDVs
Grade Level: 6th – 8th Grades
Duration: Two Sixty-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.IV.2.MS.2

Philanthropy Theme(s):

- Definitions of Philanthropy PHIL.I.DP01.MS.1 PHIL.I.DP02.MS.6
PHIL.I.DP06.MS.1
- Philanthropy and the Individual PHIL.III.PI01.MS.6

Purpose:

The purpose of this lesson is to give the students background information on how philanthropic organizations help to perpetuate the Core Democratic Values.

Objectives:

The learner will:

- identify the **Core Democratic Values** that are embedded in the mission or purpose statements of various philanthropic organizations.
- give specific examples of philanthropic organizations or individuals acting for the **common good**.

Experiential Component:

None for this lesson.

Materials:

- Overhead projector
- *Sample Mission/Purpose Statements (Attachment One)*
- Poster board and markers
- Computers and/or printed materials on each organization from above
- *Scoring Checklist for Poster Presentations (Attachment Two)*

Instructional Procedure(s):

Anticipatory Set:

As students enter the room, have a list of philanthropic organizations listed on the overhead projector or written on the board. Ask the students to turn to their neighbor or nearby student and discuss what each of the organizations listed have in common. Allow about two or three minutes for this exercise.

- Define the term *philanthropy* as individuals and organizations providing their time, talent, and/or treasures intended for the common good.
- Hand out the mission statements of several philanthropic organizations. Explain that these are **nonprofit** organizations which are not-for-profit or tax-exempt organizations that are specifically not associated with any government, government agency, or commercial enterprise. Ask the students to read their mission or purpose statement silently to themselves.

Teacher's Note: For a comprehensive list of organizations and mission/purpose statements, visit “Guidestar,” a Web-site that has over 640,000 charitable organizations in its database. Go to <http://www.guidestar.org/> for some very valuable and useable information. Some mission statements can be found by using *Sample Mission/Purpose Statements (Attachment One)*.

- After allowing enough time for reading, ask students to form small groups (no larger than three students). Groups should be formed based on a common mission statement. Once they have formed their groups, provide another mission statement that has not been assigned and ask students to read the mission statement and identify the Core Democratic Values that are represented.
- Upon completion of their small group discussion, each group will share their mission statement with the rest of the class and report their findings of Core Democratic Values.
- Students should create a poster that will illustrate the Core Democratic Value(s) they identified and the mission statement they studied. The poster will include the organization’s name, its symbol, the mission of the organization, the Core Democratic Values that were identified, and activities of the organization that help it to meet its mission. (See the *Scoring Checklist for Poster Presentations (Attachment Two)*).

Assessment:

Students will be assessed on their posters. Use the *Scoring Checklist for Poster Presentations (Attachment Two)*.

School/Home Connection:

None for this lesson.

Extension:

None for this lesson.

Bibliographical References:

- <http://www.guidestar.org/>
- <http://learningtogive.org/>

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC.	IV. Economic Perspective	MS. 2. Compare various methods for the production and distribution of goods and services.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	MS. 1. Define philanthropy as individuals and organizations providing their time, talent, and/or treasures intended for the common good throughout history and around the world. Give examples.
PHIL	I. Definitions of Philanthropy	MS. 6. Identify significant contributions to society that came from the nonprofit sector.
PHIL	I. Definitions of Philanthropy	MS. 1. Identify how families contribute to the socialization of children.
PHIL	III. Philanthropy and the Individual	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.
	DP01. Define Philanthropy	
	DP02. Roles of Government, Business, and Philanthropy	
	DPO6. Role of Family in Philanthropy	
	PI01. Reasons for Individual Philanthropy	

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Attachment One
Lesson Three: Philanthropy and the CDVs

Sample Mission/Purpose Statements

1. **American National Red Cross, Washington, DC 20006**
The American Red Cross, a humanitarian organization led by volunteers and guided by its Congressional Charter and the Fundamental Principles of the International Red Cross Movement, will provide relief to victims of disaster and help people prevent, prepare for, and respond to emergencies.
2. **United Way International, Alexandria, VA 22314-2045**
Mission: Helping build community capacity for a better quality of life worldwide through voluntary giving and action.
3. **Habitat for Humanity International, Inc., Washington, DC 20016-8001**
A nonprofit, ecumenical Christian ministry building simple, decent, affordable housing in partnership with people in need of adequate shelter.
4. **Cooperative for Assistance and Relief Everywhere, Inc. (CARE), Atlanta, GA 30303**
CARE's reason for being is to affirm the dignity and worth of individuals and families, seeking to relieve human suffering, to provide economic opportunity, to build sustained capacity for self-help, and to affirm the ties of human beings everywhere.
5. **Tiger Woods Foundation, Inc., Los Alamitos, CA 90720-3500**
The Tiger Woods Foundation seeks to empower young people to reach their highest potential and promotes parental responsibility and involvement in the lives of children.
6. **JA (Junior Achievement) International, Inc., Colorado Springs, CO 80906-4103**
JA International reaches over one million young people in 106 countries by teaching the importance of market driven economics and free market enterprise through accredited JAI educational programs. Students learn about the role of business in a global economy and business' commitment to environment, social and ethical issues.
7. **Make A Wish Foundation of America, Phoenix, AZ 85013**
To ensure that wishes are granted to children with terminal illnesses or life threatening medical conditions creating the probability the children will not survive beyond their 18th year.
8. **Muscular Dystrophy Association, Tucson, AZ 85718-3208**
The Muscular Dystrophy Association is a voluntary health agency working to defeat forty neuromuscular diseases through programs of research, services, and professional and public health education.

Attachment One (Continued)
Lesson Three: Philanthropy and the CDVs
Sample Mission/Purpose Statements

9. Doctors of the World USA, Inc., New York, NY 10012

Doctors of the World is a non-sectarian organization, dedicated to creating sustainable medical programs that promote and protect health and human rights in the United States and abroad.

10. Kidsave International Inc., Washington, DC 20037-1037

Kidsave International seeks to prevent abandonment and institutionalization of orphans, encourages family rehabilitation and reunification, and facilitates adoption. They seek to generate enthusiasm in individuals and government for finding creative and imaginative solutions to the problem of institutionalization of orphans of all ages.

Source: GUIDESTAR: <http://www.guidestar.org/>

Attachment Two
Lesson Three: Philanthropy and the CDVs

Scoring Checklist for Poster Presentations*

Name of Organization	
Symbol of Organization	
Mission of the Organization is Identified	
Mission of the Organization is Explained	
Core Democratic Values are Identified	
Activities of the Organization are Identified	

*This checklist is provided as a simple example and may be modified to meet the specific needs of the classroom teacher.

Course Name: U.S. History & Civics
Unit Title: Make a Connection! Core Democratic Values and Philanthropy
Lesson Title: Lesson Four: Where Would We Be?
Grade Level: 6th - 8th Grades
Duration: One Sixty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.V.2.MS.3

Philanthropy Theme(s):

Philanthropy and the Individual

PHIL.III.PI01.MS.6

Purpose:

The purpose of this lesson is to have students examine the importance of the philanthropic sector in upholding fundamental values. Students will draw conclusions by examining what our society would be like if the philanthropic sector were suddenly gone.

Objectives:

The learner will:

- explain the value of selected philanthropic organizations to our society.
- chart life in a society with and without philanthropic organizations.

Experiential Component:

None for this unit.

Materials:

- VCR
- Short clip from a recommended movie (see suggestions under the *Anticipatory Set* of **Instructional Procedures**)
- Chart paper or poster board
- Posters from *Lesson Three: Philanthropy and the CDVs*
- *Scoring Guide for Reflection/Position Writing (Attachment One)*

Instructional Procedure(s):

Anticipatory Set:

Begin class by showing a video clip from a movie that illustrates the absence of Core Democratic Values. Some suggested titles could be: “Schindler’s List,” “The Matrix,” “Water World,” “Dances with Wolves,” “Star Wars,” “To Kill A Mockingbird,” “Aladdin” and “The Hunchback of Notre Dame.” (Note: These titles are examples and are not intended to be inclusive. Teachers should feel free to use any film that will serve the purpose for this lesson.)

- Discuss the movie clip with the students. Ask them to identify the Core Democratic Value that is being violated or is absent in the movie clip.
- Have students look at the posters they created in the previous lesson. Ask the question: “*If your organization did not exist, how would the Core Democratic Values be met? Would they be met at all?*” Discuss. Using the list of Core Democratic Values that was compiled in *Lesson Three: Philanthropy and the CDVs*, ask the class to determine what the effects would be if all of the philanthropic groups ceased to exist.
- As a class, create a T-graph that illustrates American society with and without the philanthropic sector. The information should reflect the absence or reduction of the Core Democratic Values.
- Students should write a reflection on the importance of the third sector in upholding and perpetuating the Core Democratic Values in American society. Students will be expected to cite three to five examples for illustration.
- Ask students to brainstorm a list of questions to use in an interview with parents/guardians or other family members. (See **School/Home Connection**.)

Assessment:

Students will be assessed on their reflection piece. *Scoring Guide for Reflection/Position Writing (Attachment One)* may be used to guide students’ writing.

School/Home Connection:

Assign students the task of interviewing their parents or guardian about their own and their families’ involvement in the philanthropic sector. Students will compile a list of activities and organizations from the interview to share with the class the following day.

Extension:

None for this lesson.

Bibliographical References:

None for this lesson.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.

Lesson Developed and Piloted by:

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Attachment One
Lesson Four: Where Would We Be?

Scoring Guide for Reflection/Position Writing

Points	Description
5	In order to receive a 5-point score, the student must: <ul style="list-style-type: none">• Take a position on the importance or non-importance of the third sector in upholding the core democratic values.• Demonstrate an understanding of core democratic values.• Write at least five relevant statements or examples supporting the position taken.
4	In order to receive a 4-point score, the student must: <ul style="list-style-type: none">• State a position on the importance or non-importance of the third sector in upholding the core democratic values.• Demonstrate an understanding of core democratic values.• Give at least four relevant statements/examples supporting the position taken.
3	In order to receive a 3-point score, the student must: <ul style="list-style-type: none">• Take a position on the importance or non-importance of the third sector in upholding the core democratic values.• Demonstrate an understanding of core democratic values.• Give at least three relevant statements/examples supporting the position taken.
2	In order to receive a 2-point score, the student must: <ul style="list-style-type: none">• Take a position on the importance or non-importance of the third sector in upholding the core democratic values.• Demonstrate an understanding of the core democratic values.• Give at least two relevant statements/examples supporting the position taken.
1	In order to receive a 1-point score, the student must: <ul style="list-style-type: none">• Take a position on the importance or non-importance of the third sector in upholding the core democratic value.• Demonstrate an understanding of the core democratic values.
0	In order to receive a 0-point score, the student's discussion will show no evidence of any of the elements associated with the standard.

Course Name: U.S. History & Civics
Unit Title: Make the Connection! Core Democratic Values and Philanthropy
Lesson Title: Lesson Five: Action!
Grade Level: 6th - 8th Grades
Duration: One Sixty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.V.2.MS.3

Philanthropy Theme(s):

Philanthropy and the Individual PHIL.III.PI01.MS.5

Purpose:

The purpose of this lesson is to help students examine the local needs of their community and to put a plan of action into place to help address those needs.

Objectives:

The learner will:

- identify current needs in the community in which he or she lives.
- address the identified needs.

Experiential Component:

Students (with their families) will participate in a project that will bring them together as a community to help address a need in the community.

Materials:

Needs Assessment Form (Attachment One)

Instructional Procedure(s):

Anticipatory Set:

Begin class by asking the students to share the results of their interviews with their parents. Allow extra time for this activity.

- Have students discuss the areas of need they can see in their own community.
- Ask students if they feel they have a responsibility to act in the voluntary sector to improve the common good. Discuss.
- Using *Needs Assessment Form (Attachment One)*, conduct a needs assessment to help determine what the need is in the community and decide on a project.

Instructional Procedure(s) [Continued]:

- Allow students to work in small groups to fine-tune a project. Remind students to build in parent/guardian participation in the project.

Assessment:

None for this lesson.

School/Home Connection:

The students will work with their parents or guardian to complete the selected project.

Extension:

Ask the students to report their reactions and feelings after completing the service project.

Bibliographical References:

None for this lesson.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 5. Describe the responsibility American students have to act in the voluntary sector to improve the common good.

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Attachment One
Lesson Five: Action!

Needs Assessment Form

Organization (if applicable)	Identified Need	Action to be Taken